

State Justice Institute
National Council of Juvenile and Family Court Judges
Center for Effective Public Policy

Present:

THE ROLE OF JUDGES IN MANAGING JUVENILE SEX OFFENSE CASES: KEYS TO INFORMED DECISIONMAKING

A Judicial Education Curriculum Pilot Test

February 23, 2006



Michigan Judicial Institute
Michigan Hall of Justice
P.O. Box 30205
Lansing, Michigan 48909
517/373-7171

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The Role of Judges in Managing Juvenile Sex Offense Cases: Keys to Informed Decisionmaking Seminar

February 23, 2006
Michigan Hall of Justice Conference Center
Lansing, Michigan

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The Role of Judges in Managing Juvenile Sex Offense Cases: Keys to Informed Decision Making

February 23, 2006
Michigan Hall of Justice Conference Center
Lansing, Michigan

Faculty List

Dr. Kurt M. Bumby, Ph.D.
Senior Member
Center for Effective Public Policy
Columbia, MO
(573) 447-4831

Hon. Deanne L. Darling
Circuit Judge
Clackamas County Juvenile Court
Oregon City, OR
(503) 557-2841

Mr. Tom B. Talbot
Senior Member
Center for Effective Public Policy
Silver Spring, MD
(301) 589-9383

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Faculty Biographies

The Honorable Deanne Darling

Judge Deanne Darling brings many years of expertise from presiding over juvenile sex offense cases. Working closely with the National Council of Juvenile and Family Court Judges, as well as the Center for Effective Public Policy and the Center for Sex Offender Management, she has provided training across the country on juvenile sex offender management from the unique perspective of the bench. For the past several years, Judge Darling has been responsible for all dependency and delinquency cases for the 5th Judicial District in Oregon City, Oregon. She was the presiding judge of the Juvenile Drug Court for 2 ½ years, and presided over the Family Treatment Drug Court for 1½ years. Judge Darling is the past president of the local Bar Association in Oregon City, Oregon; recipient of the State Bar Presidents Award of Merit, 1998; recipient of the State Chief Justice's Juvenile Court Champion Award, 1999; Chair of the Local Family Law Advisory Committee, 1998 to present; member of the Juvenile Sex Offender Management Committee, funded by an OJJDP grant through the Oregon Youth Authority. Judge Darling received her Juris Doctorate from Lewis and Clark NW School of Law, 1981.

Dr. Kurt Bumby

Kurt Bumby received his doctoral degree from the Law/Psychology and Clinical Psychology Training Program specialty track at the University of Nebraska-Lincoln. Over the past several years, he has had a diverse career in the juvenile justice and adult criminal justice fields, maintaining roles as an administrator, clinician, consultant, and researcher. Currently, he is a Senior Manager with the Center for Effective Public Policy, a private, nonprofit criminal justice consulting firm based in the Washington, DC area. In addition, he is an Assistant Clinical Professor of Psychiatry/Medical Psychology with the University of Missouri-Columbia School of Medicine. Among his prior positions, Dr. Bumby was the Assistant Deputy Director and Clinical Director for the Missouri Division of Youth Services; he also served as the Director of Juvenile and Sex Offender Services and the Assistant Director of Correctional Mental Health Services for

a private behavioral health corporation. He has provided expert testimony, training, and consultation services to jurisdictions throughout the country on a range of criminal and juvenile justice issues. He is a Clinical Member of the Association for the Treatment of Sexual Abusers (ATSA), serves as a State Public Policy Representative for ATSA, and is a clinical member of the International Association for the Treatment of Sexual Offenders. Dr. Bumby has published extensively on a variety of forensic topics such as youth violence, juvenile justice, judicial education, child maltreatment, prisoner reentry, alternative sentencing options for adults and juveniles, and sex offender management in several professional journals and books. In 1994 he received the Association for the Treatment of Sexual Abusers (ATSA) Graduate Research Award for Research Excellence in the Field of Sex Offender Treatment, and was a co-recipient of the Hugo G. Beigel Research Award from the Society for the Scientific Study of Sexuality in 1996.

Mr. Tom Talbot

Tom Talbot is a Senior Manager with the Center for Effective Public Policy. His current responsibilities include directing the activities of the Center for Sex Offender Management's (CSOM) training component. CSOM is a national project sponsored by the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance. Mr. Talbot has led CSOM training initiatives in state and local jurisdictions across the nation for the various agencies and disciplines that share responsibility for sex offender management, including the judiciary, probation and parole, treatment, prosecution, defense, law enforcement, and victim advocacy. Mr. Talbot also directs a national training initiative sponsored by the State Justice Institute for juvenile and family court judges on juvenile sex offender management issues. In addition, Mr. Talbot serves as the Project Manager for the National Resource Center on Collaboration in the Criminal and Juvenile Justice System project. His experience as a criminal justice practitioner includes positions with the Montgomery County, Maryland Pre-Release Center, a community corrections facility for adult offenders; and with the Intensive Juvenile Supervision Services Program at Youth Alternatives, Inc. in Portland, Maine. He was also a staff person in the office of United States Senator John Glenn. Mr. Talbot holds a Bachelor of Arts degree from Bowdoin College in Maine, where he graduated *Summa Cum Laude* and was inducted into the *Phi Beta Kappa* honor society.

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Goals

The primary goals of this training are to enhance juvenile judges' knowledge about youth who commit sex offenses and highlight the critical roles that judges play in the management of these juveniles. Specifically, the event is designed to:

- Highlight what is known about juvenile sex offenders and their victims, and promote an appreciation for the differences between adults and juveniles who commit these crimes;
- Emphasize the importance of quality, specialized assessments to guide individualized dispositions for youth who perpetrate sex offenses;
- Provide an overview of specialized approaches to the treatment and supervision of these juveniles, emphasizing the importance of judicial support for the availability of and participation in appropriate services by these youth and their families;
- Review existing national resources related to juvenile sex offender management;
- Facilitate dialogue among participants and the faculty members about the information that is presented and its practical implications; and
- Solicit feedback that will inform the completion of the model judicial education curriculum.

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Agenda

- | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 a.m. | Welcome and Introductory Remarks |
| 9:10 a.m. | Sex Offenders and the Courts: An Historical Perspective

<i>This session will provide a brief overview of some of the unique challenges faced by the courts when cases involving sexual deviance are at issue, and will highlight the evolution of system responses to juvenile-perpetrated sex offenses.</i> |
| 9:30 a.m. | Understanding Juvenile Sex Offenders and Their Victims: Implications for the Courts at Key Decision Points

<i>The diversity of juveniles who commit sex offenses will be emphasized in this session through a review of contemporary research and professional literature about these youth. Also included will be a discussion of incidence and prevalence, etiological considerations, common characteristics, emerging typologies, and key differences between adult and juvenile sex offenders.</i> |
| 10:15 a.m. | Break |
| 10:30 a.m. | What Judges Should Know About Specialized Assessments of Juvenile Sex Offenders at the Point of Adjudication and Disposition

<i>In this session, the importance of reliable and valid assessments as a key to promoting effective and individually-tailored dispositions for juvenile sex offenders and their families will be discussed. Psychosexual or sex offense-specific evaluations, other specialized approaches to assessing juvenile sex</i> |

offenders, and promising approaches to risk assessment for these youth will be highlighted, including examples of the strengths and limitations of various assessment measures, strategies, and reports.

11:30 a.m.

Small Group Discussions: A Critical Analysis of Specialized Assessments in Our Courts

During this time, participants will have the opportunity to engage in an informal dialogue with their colleagues and the faculty about the information presented thus far and, more specifically, begin to consider the quality and practical utility of assessments within the courts locally.

12:30 p.m.

Lunch

1:30 p.m.

**What Should Happen When They Leave the Courtroom?
Understanding Specialized Treatment and Supervision for Juvenile Sex Offenders**

This session is designed to provide an overview of national trends, emerging approaches, and current controversies relative to the treatment and community supervision of juvenile sex offenders, including an emphasis on eliciting the support and engagement of families and caregivers in the treatment and supervision processes. Promising recidivism and treatment outcome data will be presented as a means of emphasizing the critical leverage held by juvenile and family court judges in promoting community safety through specialized dispositions.

3:15 p.m.

Break

3:30 p.m.

Small Group Discussions: Becoming Informed Consumers Relative to Treatment and Supervision for Juvenile Sex Offenders in Our Jurisdictions

Participants will be afforded another opportunity to engage in an informal dialogue with their colleagues and the faculty. In this small group forum, judges will be asked to consider a series of questions about treatment and supervision practices in their jurisdictions and the potential roles that judges can play in promoting quality services for juveniles and their families.

4:30 p.m.

Key Resources Pertaining to Juvenile Sex Offender Management

This session will highlight various organizations and critical documents that specifically address juvenile sex offenders and promising practices, such that judges may obtain additional information about this special population.

4:45 p.m.

Closing Remarks, Completion of Training Evaluations

5:00 p.m.

Adjourn

POWERPOINT PRESENTATION

The Role of Judges in Managing Juvenile Sex Offense Cases

Keys to Informed Decisionmaking

The Honorable Deanne Darling

Mr. Tom Talbot

Dr. Kurt Bumby

Judging sexual deviance

An historical perspective

Defining sexual deviance

- *Sexual deviance* = sexual behaviors which depart from social norms, standards, or expectations
 - Particularly when focus of arousal is considered unusual
- Value-laden and subjective term that reflects moral views of a society

Sexual deviance and the courts

- Changes in societal norms have resulted in numerous variations regarding
 - The types of behaviors considered to be “sexually deviant”
 - The specific acts that are statutorily prohibited
 - The individuals who will be subjected to prosecution and labeled as sex offenders

Consider the following historical perspective on sexual deviance...

“Normal sexuality is regarded as heterosexual relations voluntarily practiced in a normal manner by responsible adults not too closely related and married to each other or (possibly) not married at all. All else is taboo.”

(Karpman, 1954, p. 596)

Sexual behaviors previously criminalized and adjudicated in the courts

- | | |
|-------------------------------------------------|-------------------------------------------------|
| ■ Pre-marital sex | ■ Fellatio or cunnilingus among married couples |
| ■ Extramarital sex | ■ Masturbation |
| ■ Post-marital sex | ■ Use of contraceptives |
| ■ Oral sex | ■ Homosexual contact |
| ■ Sodomy | ■ Sexual education or instruction of children |
| ■ Public display of any form of sexual activity | |

(Karpman, 1954)

Prosecuting sexual abusers vs. sexual deviants

- Acknowledgement that many sexual behaviors – though deviant – do not harm others
 - Should not consume the courts' time
- More rational to address *sexual abuse* – rather than sexual deviance – within the courts

Defining sexual abuse

Sexual abuse refers to any sexual interaction between persons of any age that is perpetrated

- Against the victim's will,
- Without consent, or
- In an aggressive, exploitative, manipulative, or threatening manner

(Ryan, 1997)

Contemporary complexities faced by the courts with sex offense cases

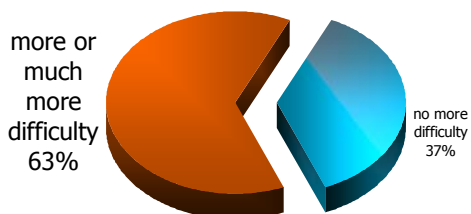
- Civil commitment of sexual predators
- Lifetime registration
- Application of new technologies
- Negative public sentiment
- Reactive legislation and policies

Key decisionmakers – including judges – are among the professionals who are faced with the most significant challenges in these cases.

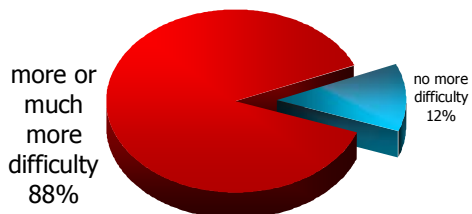
Judges’ perspectives on the difficulties presiding over sex offense cases

(Bumby & Maddox, 1999)

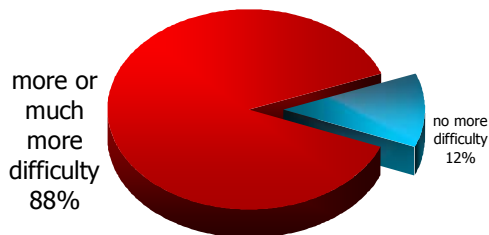
Compared to other criminal cases, please rate the difficulty you experience presiding over sex offense cases from a legal/technical perspective



Compared to other criminal cases, please rate the difficulty you experience presiding over sex offense cases from a public scrutiny/pressure perspective



Compared to other criminal cases, please rate the difficulty you experience presiding over sex offense cases from a personal/emotional perspective



Factors that make decisionmaking difficult for judges

- Previous intimate nature of relationship between victim and accused
- Reluctance or refusal of victims to testify
- Hesitance to convict on testimony of a single witness, particularly a child
- Assessing credibility of witnesses
- Suggestibility of children during investigative process/court preparation
- Ease of defendant's injection of reasonable doubt into circumstances of the crime
- Social service workers and investigators may lack objectivity
- Concerns about incarcerating a person who has employment and income potential, as well as removing him from a family who needs support
- Defendants may appear like responsible citizens

(Bumby & Maddox, 1999)

Systemic barriers reported by judges

- Insensitivity to victim
- Rules of evidence make convictions more difficult and tend to promote hiding the truth
- System too lenient on offenders
- Emphasis by the system on the defendant's "illness" and not the effects on the victims
- Insufficient supervision
- Poor quality treatment
- Lack of worthwhile treatment options
- "[The legal system] overreacts but allows for limited resources"
- Offenders are released with only minimal supervision
- Incarceration without provision of treatment

(Bumby & Maddox, 1999)

A growing dilemma for judges involves the referral of juveniles to the courts for sexual behavior problems.

Earlier perspectives on sex offenses committed by juveniles

- For many years, sexual behaviors of juveniles were intentionally overlooked and largely escaped the attention of the courts
 - "Perverted" behavior during adolescence may simply be a developmental step
 - Sexual acts occurring "while growth is taking place" are relatively unimportant
 - When juveniles are brought to the courts, it is for behavior that would have been considered developmentally normal had it not been reported or detected

(Karpman, 1954)

Current realities about juvenile sex offense cases

- Managing juvenile sex offenders has become a "hot topic"
- Juveniles represent 15-20% of arrests for cases of forcible rape, and up to 40-50% of cases involving child sexual abuse
- Roughly 30,000 cases involving juvenile sex offenses are processed by juvenile and family courts annually

(UCR, 2003; NCJJ, 2003; Snyder, 2004)

Current realities about juvenile sex offense cases (cont.)

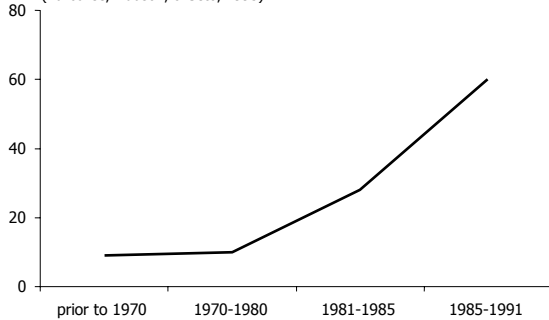
- Growing numbers of very young children come to the attention of juvenile and family courts for sexual behavior problems
 - Judges must decide whether or not these children will be considered "sex offenders"
- Some states allow for subjecting youth to sexually violent predator proceedings
- Registration and community notification applies to juvenile in some jurisdictions

Inherent challenges of juvenile sex offense cases

- It is a field with no concrete answers
 - There are no "black and whites," but there are many shades of gray
- These cases raise questions about what constitutes normal sexual behaviors during adolescence versus sexually deviant or abusive behaviors
 - With adult sex offenders, sexually abusive behavior is often easier to discern, and decisionmaking may be less challenging
- Just as juveniles are still developing, so is the research about juvenile sex offenders

Growth in number of professional publications on juvenile sex offenders between the 1970s and early 1990s

(Barbaree, Hudson, & Seto, 1993)



Initial interest in juvenile sex offenders

- Researchers and practitioners reported that many adult sex offenders began their offending careers as juveniles
 - Suggested that juvenile sex offenders were “destined” to become adult sex offenders
 - Widespread application of adult policies and practices to juveniles

More recently, researchers have revealed that juveniles who commit sex offenses are *not* destined to become adult sex offenders.

(see, e.g., CSOM, 1999; NAPN, 1993; Becker & Hunter, 1997; Nisbet et al., 2004; Weinrott, 1996; Worling & Curwen, 2001)

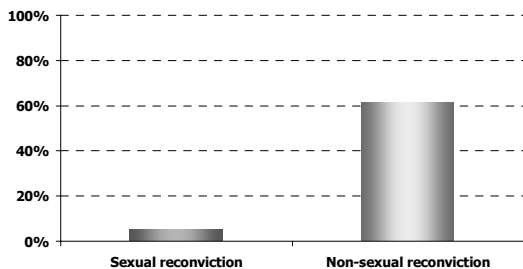
Persistence into adulthood

(Nisbet et al., 2004)

- Prospective study
- Followed 300+ juvenile sex offenders
- Mean follow-up period of 7 years (range 4.64 – 12.88 years)

Persistence into adulthood: Sexual vs. non-sexual recidivism

(Nisbet et al., 2004)



“...growing evidence base that transition from adolescent to adult sexual offending is the exception, not the rule.”

(Nisbet et al., 2004, p. 232)

We must resist the urge to create policies, practices, and dispositions that mirror those designed for adult sex offenders.

"We should be concerned about the age-old message that juvenile sex offenders are simply adult sex offenders in kids' clothing."

(Juvenile Court Judge)

Measured and informed responses are vital

- Decisionmaking must take into account what we know about
 - The period of adolescence
 - Juvenile sex offenders
 - Promising offender management practices

The period of adolescence

- Is often typified by
 - Egocentricity
 - Desire for autonomy and independence
 - Emotional lability
 - Exploration and experimentation
 - Impulsivity and immediate gratification
 - Limit-testing and rebelliousness

Adolescence (cont.)

- Marked changes in how a youth looks, thinks, feels, and behaves
- Sense of personal identity and self-concept evolves
- Family and peer relationships change
- Youth begin to perceive themselves and others in different ways – and they are perceived *by* others in different ways
 - No longer a child
 - Not yet an adult

(Bukowski et al., 1993)

Sexuality during adolescence

- Increasing awareness of one's sexuality can become a source of
 - Anxiety
 - Apprehension
 - Curiosity
 - Excitement
 - Preoccupation

Adolescents differ from adults in important ways

- Developmental processes are not fully established for juveniles
 - Cognitive
 - Moral
 - Personality
 - Physical
 - Sexual

Implications for the courts

- Juvenile and family courts established in part due to acknowledgement that adolescents differ from adults
- Recognizing developmental factors, juvenile courts may take into account different standards of conduct, competency, and responsibility
 - Mens rea
 - Competency to stand trial
- Discretion afforded to juvenile and family court judges to allow for flexible dispositions tailored to meet individual needs of juveniles and families

Shifting juvenile court philosophies

- Departure from individually-tailored and rehabilitative ideals of the juvenile and family courts
- Increase in “get tough” legislation and other juvenile justice reforms
 - “Treat juveniles like adults”
 - Reduced judicial discretion in juvenile and family courts

Reduced judicial discretion, new legislation, limited research, and other complexities associated with juvenile sex offense cases can make decisionmaking difficult.

Decisionmaking Challenges in Juvenile Sex Offense Cases

(Bumby & Talbot, 2004)

Factors that make decisionmaking difficult for juvenile and family court judges

- Poor quality PSI and psychosexual evaluations at the point of disposition
- Community safety concerns often require residential placement
- Intrafamilial – sibling on sibling – cases
- Low IQ or MRDD offenders
- Family denial, lack of family cooperation or support
- Responding appropriately to juvenile offenders who were victims
- Attorneys not adequately prepared or trained to try these cases properly

(Bumby & Talbot, 2004)

Factors that make decisionmaking difficult for juvenile and family court judges (cont.)

- Dispositions are difficult when appropriate services are not available
- Inadequate criminal investigations from law enforcement
- Victim age, ability/willingness to testify
- Length of time between the incident and the adjudication
- Deciding whether behavior was consensual, such as statutory cases
- Difficulty discerning developmentally expected from intentional, deviant behavior
- Pre-conceived notions that juveniles will re-offend as adults

(Bumby & Talbot, 2004)

System barriers cited by juvenile and family court judges

- Inadequate responses to victims
- Victim is unnecessarily removed from the home; victim displaced when parents "choose" the offender
- Families may be slow to respond to the seriousness of the offense, may not follow up with treatment
- Evaluators not properly trained; specialized assessments are inadequate
- Quality treatment resources lacking; providers may have limited – or no – specialized education and training

(Bumby & Talbot, 2004)

System barriers cited by juvenile and family court judges (cont.)

- Lack of collaboration within and across agencies
- Offender and victim handled by different agencies who do not communicate
- Culturally competent services are lacking
- Misapplication of adult policies and practices to juveniles
- Lack of understanding of the differences between adult and juveniles
- Limited training and education about juvenile sex offenders for the judiciary

(Bumby & Talbot, 2004)

"It is clear that the juvenile sex offender is not simply a smaller or younger adult sex offender, and he should not be treated as such."

(Barbaree, Marshall, & Hudson, 1993, p. xiv)

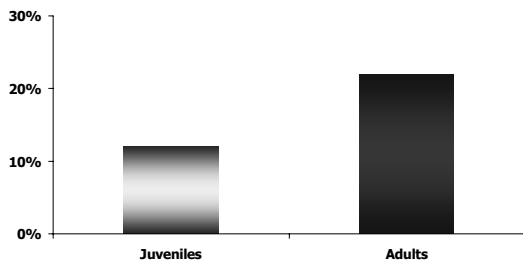
How are they different?

What judges should know about juvenile vs. adult sex offenders

Outcomes

- Recidivism rates are relatively low for juvenile sex offenders
- Juveniles appear to respond more favorably to treatment than adults (who also respond to intervention)

Recidivism trends: Juveniles vs. adults (2-5 year follow-up)



(see, e.g., Becker & Hunter, 1997; Righthand & Welch, 2001; Hanson & Bussiere, 1998; Prentky et al., 1997; Worling & Curwen, 2000)

Causal factors

- No specific variables have been identified in the research that indicate what “causes” a juvenile to commit a sex offense
 - Nor are there identified causal factors for adults
- Several elements are *associated or correlated* with the onset of sex offending behaviors

Impulsivity

- There is often a considerable degree of planning – and an identifiable chain of thoughts, feelings, and behaviors – that precedes sex offenses committed by adults
- Impulsivity and opportunity appear to be more common when juveniles commit sex offenses – planning may be less sophisticated

Deviant arousal and preferences

- Among adult sex offenders, deviant sexual arousal and preferences are commonly identified
 - It is a potent predictor of sexual and violent recidivism
- Deviant sexual arousal and preferences are relatively uncommon among juveniles who commit sex offenses
 - Sexuality continues to evolve and develop during adolescence
 - Patterns of sexual arousal/preferences tend to be fluid
 - If identified in juveniles, it may signal an emerging paraphilia – and may indicate increased recidivism risk

History of maltreatment

- Little support for relationship between childhood victimization and sex offending by adults
- A greater proportion of juvenile sex offenders have been victimized
 - Preliminary research suggests a potential association when certain factors are present
 - However, it is not a “cause-effect” relationship

Psychopathy

- For adult sex offenders, psychopathy is a significant predictor of sexual and violent recidivism
- Psychopathy is relatively uncommon among juvenile sex offenders
 - This may be a function of ongoing psychosocial changes that occur during adolescence
 - Characterological patterns may not have been firmly established
 - When present in juveniles, it may be a poor prognostic indicator

Interpersonal deficits

- A range of interpersonal variables – including intimacy deficits and attachment difficulties – are common among adult sex offenders
- Juveniles who commit sex offenses frequently manifest attachment difficulties, self-esteem deficits, social competency deficits, and social isolation

Subtypes

- There is a considerable body of literature on subtypes – or typologies – of adult sex offenders
- In contrast to the adult offender research, typological research involving juvenile sex offenders is limited and emerging

Research on subtypes (Hunter et al.)

- Life-course persistent
 - Aggressive, impulsive, antisocially-oriented, superficial attachments, poor prognosis
 - Tend to target peer or adult female victims
- Adolescent onset, non-paraphilic
 - Compensatory, psychosocially impaired, better prognosis if family supports and peer relationships are adequately developed
 - Tend to target prepubescent (primarily female) victims
- Early adolescent onset, paraphilic
 - Deviant sexual interests and arousal, emerging paraphilias, higher risk for sexual recidivism
 - Tend to target prepubescent victims (higher proportion of male victims)

The “profile”

- There is no “profile” of the juvenile sex offender
 - Nor is there a “profile” of the adult sex offender
- Juvenile sex offenders are a diverse and heterogeneous group
- There is no “typical” juvenile sex offender

Implications for juvenile and family court judges

- Decisionmaking at key points throughout the court process can be enhanced when
 - Consideration is given to developmental factors
 - Specialized training is provided about juvenile sex offenders, including the differences between (and similarities among) adults and juveniles
 - Thorough assessments of juveniles and their families are used to inform decisions

Implications for juvenile and family court judges (cont.)

- Judges can play a significant role in ensuring responsible and effective management of these cases throughout the system by
 - Ordering comprehensive assessments
 - Requiring offense-specific interventions as needed
 - Imposing specialized supervision conditions
 - Promoting parent/family involvement
 - Considering registration/notification expectations
 - Examining critically existing laws and practices

Key decision points

- Initial appearance
- Adjudication
- Disposition
- Case review
- Termination/discharges

Initial appearance

- Important considerations when deciding to detain or release the juvenile
 - Family strengths and cooperation
 - Involvement of child protective services
 - Victim access/proximity to victim
 - Victim safety plans
 - Available resources
 - Non-sexual delinquency risk assessment
- Other issues that may come into play
 - Period of time that has elapsed since the point of disclosure
 - Need for education/collaboration with schools
 - Pre-adjudication assessment dilemmas

Adjudication/admission

- Prepare participants for the dynamics of the court experience, including the potentially adversarial nature of the proceedings
 - Victim
 - Victim's family
 - Juvenile offender
 - Juvenile's family
- Approach to establishing the factual basis of the plea

Adjudication/admission (cont.)

- In some cases, it may be important to review roles and responsibilities of the juvenile department and the prosecutor
 - Who will “say” what?
- Consider providing copies of the admission record to treatment providers
- Considerations with plea negotiations
 - Nature of the charge sets the tone for what the judge will or will not be able to order at the point of disposition
 - Consultation with victims
 - Judges’ role in accepting pleas

Disposition

- Placement considerations
 - In-home
 - Out-of-home
 - Other relative
 - Foster care
 - Residential care
 - Correctional setting/commitment

Disposition (cont.)

- In the disposition order, wording is very important
 - What is meant by “treatment?”
 - Group?
 - Individual?
 - Family?
 - All of the above?
 - Some of the above?
 - “Participate in” vs. “successfully complete” treatment
 - “Take the polygraph” vs. “Pass the polygraph”

Disposition (cont.)

- If desired, specify any circumstances under which the juvenile is expected to return to the court
 - Case review
 - Probation/parole violations
 - Case termination

Key sources of assessment information to assist judges

- Pre-disposition/pre-sentence report generated by juvenile court personnel or social services caseworkers
- Psychosexual evaluation completed by specialized clinician
 - Risk
 - Needs

Psychosexual evaluation

- At the most fundamental level, the psychosexual evaluation is designed to assist key stakeholders with decisionmaking relative to
 - Risk management
 - Intervention needs
- It can be a particularly useful source of critical information for judges at the point of disposition

Psychosexual evaluation (cont.)

- Perhaps most useful – and most appropriately conducted – following adjudication and prior to disposition
- Ethical issues may arise when pre-adjudication evaluations are conducted
 - Presumption of guilt
 - Mental health professionals may be tempted to address ultimate issues that should be reserved for the trier-of-fact
 - Juveniles may be vulnerable to self-incrimination for the current allegations
 - May lead to additional disclosures that are reportable and prosecutable

(CSOM, 1999; Hunter & Lexier, 1998; American Academy of Child and Adolescent Psychiatry, 1999)

What should judges expect from a psychosexual evaluation?

- Recommendations about required level of care
- Type of intervention: sex offense-specific versus delinquency-oriented
- Review of strengths and assets of the juvenile, family, and environment
- Estimated level of risk for recidivism
- Summary of intervention needs for the juvenile and family
- Special considerations

Risk assessment

- Several empirically-validated risk assessment tools exist for adult sex offenders
 - Specific scores linked to risk categories with probabilistic estimates of recidivism
 - Moderate level of predictive accuracy
- Examples
 - STATIC-99
 - RRASOR
 - VASOR
 - SORAG
 - MnSOST-R

Risk assessment

- Risk assessment with juvenile sex offenders is in its infancy
- J-SOAP-II and ERASOR
 - Neither provide cut-off scores associated with risk categories or probabilistic estimates
 - These tools are better than none!

Examples of juvenile sex offense-specific assessment tools

- Juvenile Sex Offender Assessment Protocol-II
 - (Prentky & Righthand, 2003)
- Estimate of Risk of Adolescent Sexual Offense Recidivism
 - (Worling & Curwen, 2001)
- Child and Adolescent Needs and Strengths: Sexual Development
 - (Lyons, 2001)
- Adolescent Cognitions Scale
 - (Hunter, Becker, Kaplan, & Goodwin, 1991)
- Adolescent Sexual Interest Card Sort
 - (Becker & Kaplan, 1988)
- Multiphasic Sex Inventory-Juvenile Version
 - (Nichols & Molinder, 1986, 2001)

“We have been accepting mediocre and inadequate assessment and treatment...we need to demand appropriate assessment and treatment.”

(Juvenile Court Judge)

What happens after the juvenile leaves the courtroom?

A review of specialized treatment and supervision for juvenile sex offenders

- Juvenile sex offender management is, in many ways, contingent upon what is ordered by the judge
 - Specialized treatment
 - Special conditions of supervision
 - Family involvement
 - Community service
 - Restitution
 - Victim protection

Promising approaches to treatment for juvenile sex offenders

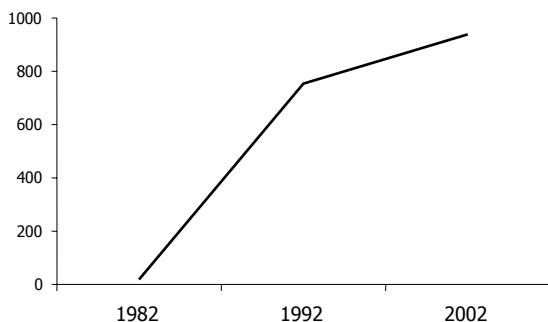
Roughly a decade ago, the following was argued:

"The groundswell of support that launched so many JSO programs will eventually die out for want of data on effectiveness... since societal problems like sexual violence remain 'hot topics' for only 5-10 years, state legislators charged with making funding decisions are becoming increasingly skeptical and impatient."

(Weinrott, 1996, p.88)

Number of juvenile sex offender treatment programs nationwide

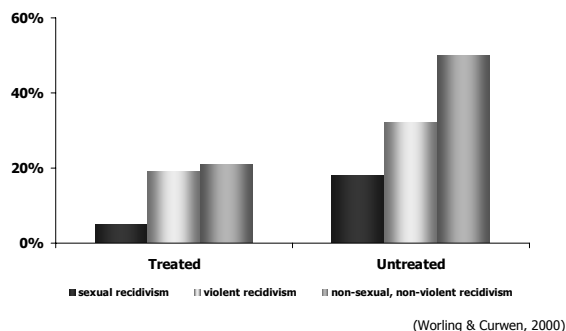
(McGrath, Cumming, & Burchard, 2003)



Treatment effectiveness

- Available treatment outcome research with juvenile sex offenders – while limited – is quite promising
- Sexual recidivism rates for juveniles who receive specialized treatment are significantly lower than those who receive no treatment
- Meta-analytic research reveals that treatment for juvenile sex offenders reduces sexual recidivism by 17% and non-sexual recidivism by 12%

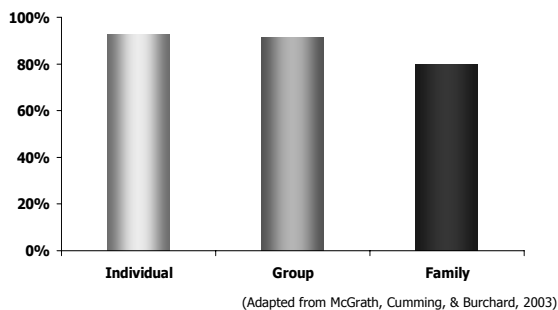
Treatment efficacy with juvenile sex offenders



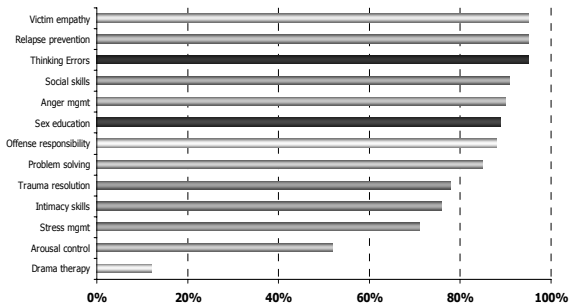
Treatment for juvenile sex offenders

- Overwhelming majority of treatment programs use cognitive-behavioral approaches with relapse prevention
 - Most treatment outcome research has evaluated this model of programming for juveniles (and for adults)
- Promising outcomes for Multisystemic Therapy (MST) also

Modes of treatment utilized in juvenile sex offender programs nationwide



Treatment emphases in juvenile sex offender programs nationwide



(Adapted from McGrath, Cumming, & Burchard, 2003)

Promising strategies for the supervision of juvenile sex offenders

Community supervision

- Given the right circumstances and interventions, many juvenile sex offenders can be managed safely in the community
- The leverage of the juvenile and family court – through community supervision – can enhance juvenile sex offender management efforts

Levels of supervision

- When these juveniles are in the community, supervision levels should be determined by the assessed level of risk and needs
 - Not all juvenile sex offenders require intensive supervision by the juvenile courts
 - Risk/need matching enhances outcomes and maximizes limited resources
- Research suggests that intensive, surveillance-focused approaches may actually *increase* recidivism for juveniles under court supervision
 - Supervision strategies should complement and support rehabilitative efforts

Caseload specialization

- Specialized caseload model of supervising juvenile sex offenders has become popular nationwide
 - Allows for more efficient deployment of juvenile probation/parole resources
- May lead to more manageable caseload sizes, thus allowing juvenile probation/parole officers to
 - Conduct home visits and work closely with families
 - Identify necessary community resources
 - Develop collaborative partnerships with other key professionals

Specialized conditions

- Court-imposed specialized conditions may promote accountability via prohibitions and restrictions designed to manage risk factors
- Commonly imposed conditions for “general” juvenile delinquents may be insufficient
- Judges may wish to consider disposition orders that include specialized conditions
 - Tailored on a case-by-case basis to fit specific risks, needs, and circumstances
 - Consider statutory rape case vs. sexual abuse of child

Examples of specialized conditions

- Restricted and closely monitored Internet access
- Restrictions involving TV programming or video games with violent or sexual themes
- Prior approval for extracurricular activities
- Limitations on unsupervised contact with certain minors
- Restrictions from areas where young children may frequent
- Prior approval for transportation routes and modes
- Potential restrictions on employment

Avoidance vs. Approach Goals

- We spend a great deal of time telling youth what they cannot do
- Purposes of “avoidance goals” are to
 - Keep juveniles “away” from risky situations
 - Protect victims or vulnerable parties
 - Promote community safety

Approach Goals

- We must also help youth to identify positive activities and goals
- “Approach goals” focus on what will promote and contribute to
 - Overall wellness and adjustment
 - Positive development
 - Success in the community

Examples of Approach Goals

- Completing treatment
- Participating in prosocial recreational or leisure activities
- Maintaining positive school adjustment
- Establishing positive peer groups
- Pursuing appropriate employment opportunities
- Participating in community service activities that interest and motivate the youth

Avoidance goals should be balanced with approach-oriented goals.

It is important that we recognize the ways in which the system may inadvertently “set up” juveniles for failure – and take steps to prevent it.

Inadvertently “setting up” juveniles for failure: Key examples from the courts

- Use of “standard” sentencing packages for juvenile sex offenders
 - Failing to consider the range of emotional, psychological, social, and intellectual functioning of these youth
- Imposing rigid and unrealistic restrictions on social contacts and developmentally expected/appropriate sexual behavior
 - Socializing with positive peers is essential
 - A hallmark of adolescence includes increased awareness and exploration of sexuality with age-appropriate peers
 - It is our job to support and reinforce age-appropriate, consenting, non-abusive sexual behavior by these youth

Engaging families of juveniles who commit sex offenses

How judges can facilitate and support family involvement

Successful outcomes in these cases rely on family involvement

- Families can be a valuable resource and often have the most to gain by a positive outcome
- Judges must elicit the support of parents or caregivers as an “arm of the court”
 - This duty must be placed above their desire to protect the youth from the ramifications of his/her errors
 - It is important to be direct and clear about the consequences of failure on the part of the parents to uphold this duty as an informed supervisor

**Successful outcomes in these cases
rely on family involvement (cont.)**

- In some cases, it may be beneficial for judges to request a specific evaluation of the parent(s) when there are questions about intellectual and other functioning
- It is important for judges and other system actors to understand
 - Family dynamics
 - Strengths and needs
 - Motives
 - Who is “in charge”

**Successful outcomes in these cases
rely on family involvement (cont.)**

- Engaging parents or caregivers may be difficult, but it is critical
 - Some families have struggled with a variety of needs long before coming to the attention of the courts
 - Dealing with the shame and secretiveness of families is an art – judges sit in perhaps the best place to take advantage of a family’s desire to be helpful and respectful
 - There are not enough resources to remove every juvenile sex offender from the home
 - When juveniles go to an alternative placement, most will eventually return home
- Long after the court and the “system” overall conclude involvement, families will remain active in determining the direction of the youth

**When juvenile sex
offenders come back
to court**

Judicial case reviews and
responses to violations

Case reviews

- Under what circumstances do judges expect juvenile sex offenders to return to court following disposition?
- Is there a desire or need for case reviews?
 - If so, why – and how?
 - On paper
 - Court appearances

Probation/parole violations

- How are juvenile departments and juvenile probation/parole officers expected to respond to non-compliance or behavioral difficulties?
- What do treatment providers expect from the courts in terms of intervention (e.g., detention as a “wake-up call”)?
 - Are these expectations reasonable?
 - How are these expectations congruent with juveniles’ rights and legal processes?
- How does the availability of needed resources (or lack thereof) impact the court’s responses to violations?

Terminations/discharges

- Which factors influence decisions about when to close or terminate these cases?
 - What is the role of the judge?
- How long is “long enough” under supervision?
 - Particularly when treatment has been completed
 - Point of diminishing return

How can judges enhance juvenile sex offender management practices?

Potential roles inside and outside of the courtroom

Inside the courtroom

- Demand quality assessments/evaluations
- Consider requesting treatment progress reports
- Encourage and support family involvement
- Impose individually-tailored special conditions of supervision
- Reinforce the successes of the juvenile and family
- Demand accountability from the juvenile, family, and the system actors
 - Request post-mortem reviews

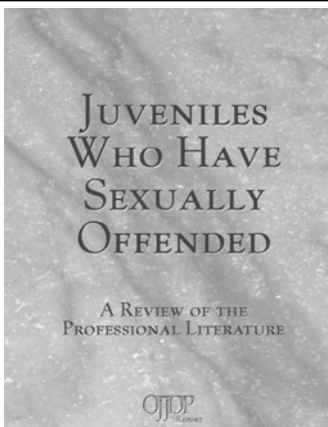
Outside the courtroom

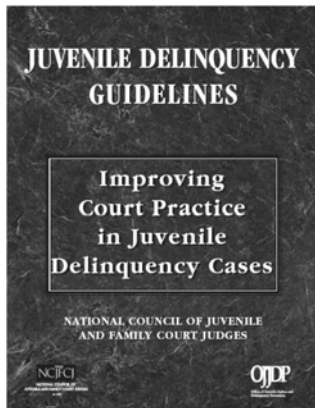
- Convene or participate in routine meetings at the state and local level to
 - Develop protocols
 - Establish standards
 - Build resource capacity
- Assume an active role in shaping policies and legislation that impact effective management practices
- Meet regularly with supervisors at the local level to
 - Ensure orderly processing of cases
 - Open the lines of communication with other key stakeholders (e.g., DA, CASA, CPS, Juvenile Department)
- Become an informed consumer – visit treatment programs
- Educate others

Key Resources

Examples of organizational resources

- State Justice Institute (SJI)
- National Council of Juvenile and Family Court Judges (NCJFCJ)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Center for Sex Offender Management (CSOM)
- National Center on Sexual Behavior of Youth (NCSBY)
- National Adolescent Perpetrator Network (NAPN)
- Association for the Treatment of Sexual Abusers (ATSA)





Key references

- American Academy of Child and Adolescent Psychiatry (1999). Practice parameters for the assessment and treatment of children and adolescents who are sexually abusive of others. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38:12, 55-76.
- Association for the Treatment of Sexual Abusers (2000). *The effective legal management of juvenile sexual offenders*. Beaverton, OR: Author.
- Bengis, S., Brown, A., Freeman-Longo, R.E., Matsuda, B., Ross, J., Singer, K., and Thomas, J. (1999). *Standards of Care for Youth in Sex Offense-Specific Residential Programs*. National Offense-Specific Residential Standards Task Force; Holyoke, MA: NEARI Press.

Key References (cont.)

- Center for Sex Offender Management (1999). *Understanding juvenile sexual offending behavior: Emerging research, treatment approaches, and management practices*. Silver Spring, MD: Author.
- National Adolescent Perpetrator Network (1993). The revised report from the National Task Force on Juvenile Sexual Offending. *Juvenile and Family Court Journal*, 44, 1-120.
- National Center on Sexual Behavior of Youth (2003). *Fact sheet: What research shows about adolescent sex offenders*. Center on Child Abuse and Neglect: University of Oklahoma Health Sciences Center.
- Righthand, S., & Welch, C. (2001). *Juveniles who have sexually offended: A review of the professional literature*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Additional suggested readings

- Caldwell, M. F. (2002). What we do not know about juvenile sexual reoffense risk. *Child Maltreatment, 7*, 291–302.
- Chaffin, M., & Bonner, B. (1998). "Don't shoot, we're your children:" Have we gone too far in our response to adolescent sexual abusers and children with sexual behavior problems? *Child Maltreatment, 3*, 314–316.
- Garfinkle, E. (2003). Coming of age in America: The misapplication of sex-offender registries and community-notification laws to juveniles. *California Law Review, 91*, 163–208.
- Hunter, J. A., Gilbertson, S. A., Vedros, D., & Morton, M. (2004). Strengthening community-based programming for juvenile sex offenders: Key concepts and paradigm shifts. *Child Maltreatment, 9*, 177–189.

Suggested readings (cont.)

- Hunter, J. A., & Lexier, L. J. (1998). Ethical and legal issues in the assessment and treatment of juvenile sex offenders. *Child Maltreatment, 3*, 339–348.
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- Trivits, L. C., & Reppucci, N. D. (2002). Application of Megan's Law to juveniles. *American Psychologist, 57*, 690–704.
- Zimring, F. E. (2004). *An American travesty: Legal responses to adolescent sexual offending*. Chicago: University of Chicago Press.

SMALL GROUP DISCUSSION QUESTIONS

Small Group Discussions:
A Critical Analysis of Specialized Assessments in Our Courts

11:30 a.m. – 12:30 p.m.

During this time, please begin to consider the quality and practical utility of specialized assessments of juvenile sex offenders within your courts, using the following questions to guide your discussions:

1. Of the information provided in the assessment session, what was most noteworthy, validating, surprising, or thought provoking?
2. Compare and contrast the assessments you receive when presiding over juvenile sex offense cases against the assessment information that was outlined in the preceding session. Please consider the following aspects to guide your comparisons:
 - a. Comprehensiveness
 - b. Inclusion of sex offense-specific information
 - c. Incorporation of multiple data sources
 - d. Use of appropriate, empirically-supported or promising tools
 - e. Specificity and clarity of recommendations
 - f. Adequacy of support for recommendations
 - g. Use of jargon-free language
 - h. Overall quality
3. How confident are you that the psychosexual or sex offense-specific evaluations conducted on juveniles in your jurisdiction are high quality? Why or why not?
4. Is there specific information that you now desire or expect from a specialized evaluation that you were not receiving previously?
5. Do you routinely order presentence investigations or predisposition reports for juvenile sex offenders? Why or why not?
6. Do you routinely order psychosexual or sex offense-specific evaluations of juvenile sex offenders? Why or why not?
7. In what ways is your day-to-day decisionmaking affected by the different findings contained within specialized evaluations?
8. Which types of assessment information are most influential in your day-to-day decisionmaking with juvenile sex offense cases?

Small Group Discussions:
Becoming Informed Consumers Relative to Treatment and Supervision
for Juvenile Sex Offenders in Our Jurisdictions

3:30 p.m. – 4:30 p.m.

Please use this opportunity to consider treatment and supervision practices in your jurisdictions, using the following questions as a guide:

Treatment

1. After hearing about contemporary approaches to the treatment of juveniles who commit sex offenses, what information was most noteworthy or thought provoking?
2. How did the information presented in the treatment session comport with your understanding of the treatment services available in your jurisdiction?
 - a. What do you believe are the strengths of the available treatment services?
 - b. What questions or concerns do you have about the available services?
3. What level of care or type of placement for treatment do you typically order for juveniles who commit sex offenses? What specific factors influence your decisionmaking?
4. Do you expect or desire updates on treatment progress for juvenile sex offenders who have been adjudicated in your court? Why or why not?
5. What services are available for families and victims of juveniles who commit sex offenses in your jurisdiction?
6. In which interventions or services do you require parents or caregivers to participate?
7. What specific information would you like to have about community-based and residential or institutional treatment services in your jurisdiction?
8. What are the success rates of the juvenile sex offender treatment programs in your jurisdiction?

Supervision

1. In light of the information on promising approaches to the community supervision of youth who commit sex offenses, what was most noteworthy or thought provoking to you?
2. How do community supervision practices in your jurisdiction comport with the information presented in the preceding session?
3. How are community supervision practices for juvenile sex offenders different from the practices used to supervise other delinquent youth in your jurisdiction?
4. When determining the types of community supervision conditions you order for juvenile sex offenders, what factors most influence your decisionmaking?
5. How are the conditions of supervision you impose for juvenile sex offenders similar to – and different from – the conditions you order for other delinquent youth?
6. What steps do you take to ensure that the needs and interests of victims are addressed when you order community supervision of juvenile sex offenders?
7. For what specific reasons are juvenile sex offenders typically returned to your court for review, adjustment, or motions to modify? What options do you employ under these circumstances?
8. What specific questions or concerns do you have about the manner by which juvenile sex offenders are supervised in your community?

RESOURCES

- ☐ Bethany Christian Services *Residential Treatment*
- ☐ Shawono Center *True North Treatment*
- ☐ MIATSA Members
- ☐ Juvenile Justice Assignment Unit
- ☐ Starr Commonwealth



Residential Treatment
901 Eastern Ave NE
PO Box 294
Grand Rapids, MI

The Program

Bethany offers a 24-hour treatment setting for adolescent sexual offenders ages 13-17. The average length of stay is 12-15 months. Each day consists of intensive therapeutic programming adapted to individualized treatment plans. Developing healthy relationships with others is emphasized throughout all components of the program.

The treatment program has low- and open medium security programs located on a 13-acre campus. Three separate units serve 11 residents each. Dedicated youth counseling staff offer direct supervision and counseling to all residents to assist them in understanding and overcoming their sexual offense history. All staff have specific training in child sexual abuse and sexual offending issues.

Therapeutic Milieu

Bethany's program provides a structured and consistent environment, using a goal-focused level system to offer positive reinforcement and to increase each resident's awareness of his progress in treatment. Individualized goals are monitored and reviewed daily with all residents. In addition, youth counseling staff facilitate a variety of specific therapeutic activities throughout the week, including Life Skills groups, House Meetings and Group Activities. These therapeutic opportunities promote the core treatment concepts of relationship building, responsibility, empathy, and healthy social skills.

Criteria for Admission

- Male, 13-17 years old
- Acknowledgement of sexual offense and/or adjudication on Criminal Sexual Conduct charge
- IQ of 80 or above
- Potential to benefit from treatment

Education

Youth in the residential treatment program are enrolled in school through the Grand Rapids Public School system. Most residents are initially placed in one of the on-campus classrooms taught by a state-certified Grand Rapids Public Schools teacher. Educational assessments are conducted for each resident at the onset of his placement to determine any special needs or learning disabilities. Individualized tutoring is also offered to support the residents' academic progress.

Therapy Services

- Psychological & Psychiatric Services

A fully licensed psychologist conducts a comprehensive psychological evaluation for each resident at the onset of his placement. The treatment team uses this information to develop effective, individualized treatment plans that target the unique needs of each youth. On-site psychiatric consultation is also readily available for residents whose particular behavioral and emotional difficulties may respond to medication.

- Group Therapy

Residents attend group therapy twice weekly to learn about and explore the dynamics of their sexual offending. Groups are conducted on each unit by two therapists and a youth counseling staff member.

- Individual Therapy

Individual therapy is provided to all residents by their unit therapist on a regularly scheduled basis. These sessions address issues such as a youth's own history of abuse, problem-solving skills, depression, anger management, family conflict or offense specific concepts.

- Family Therapy

Bethany strongly encourages involvement of parents or guardians in family therapy sessions offered a minimum of every other week with a masters level therapist. These sessions focus on understanding the youth's sexual offender dynamics, and promoting change to develop or maintain healthy family relationships.

- Activity Therapy

Bethany's Activity Therapy program consists of a variety of action-oriented and experiential interventions. Components include group initiatives, team challenge ropes course, leisure education and skills, physical education and expressive arts. Teamwork, problem solving, trust, communication, and self-esteem are emphasized within the Activity Therapy program.

Bethany's residential treatment program currently serves 33 juvenile male sexual offenders within an innovative and intensive therapeutic setting. Bethany is licensed by the state of Michigan and is fully accredited by the Council on Accreditation of Services for Families and Children.

Bethany serves youth from throughout the state of Michigan and works closely with families and referring agencies to provide effective, comprehensive treatment services. Referrals are accepted from state supported agencies, such as the Department of Human Services, CMOs, and family courts. All referrals are carefully screened and reviewed by a master's level therapist with extensive clinical training in the field of juvenile offenders.

To make a referral or receive further information, please contact us at (616) 224-7584 or e-mail dwestveer@bethany.org

Shawono Center
True North Treatment

True North Treatment is a sex offender program that started in June of 2005 at Shawono Center. We have been fortunate to be able to assess several sex offender programs and the different treatment approaches offered by these programs.

In developing our program, we put emphasis on assessing the youth and establishing an individual treatment plan that addresses all delinquent behavior.

Our treatment approach offers the youth the opportunity to receive individual counseling, work on treatment assignments and be involved in the group treatment process. We expect the youth's worker to be fully invested in the development of the youth's individual treatment plan and future placement options. Family involvement will be a priority in the youth treatment process. With these objectives in place, it will be easier to give the courts a realistic date for the youth to complete the program. Upon intake, youth will be assigned a staff advocate.

Once the initial residential treatment plan is developed, the youth will know the treatment assignments he will need to complete. Treatment workbook assignments include:

- Introduction, Orientation and Committing Offense
- Affective Life History
- Cognitive Life History
- Sexual, Delinquent and Violent History
- Offense Cycles
- Empathy

Through written assignments and individual counseling sessions, youth will have to take full responsibility for their offenses. Police reports, victim statements and other court documentation will be used to support full disclosure.

As the youth progresses in the program, individual counseling sessions will also be used to assess issues and behaviors leading to placement. Youth who identify unresolved trauma issues will be evaluated by the Group Leader and Eye Movement Desensitization Reprocessing therapy (EMDR) will be available.

As stated, family involvement will be essential. We want to work closely with the family to fully understand issues, which have to be resolved. It is also important that we assess placement options as quickly as possible and have everyone work together to achieve the placement goal.

We have developed our treatment and academic programs to emphasis personal growth. Youth will be involved in an intense educational program with the youth working at his academic level in all classes. We offer classes on Saturday's for those youth who could benefit from extra help on academic and treatment issues.

True North Treatment youth will be involved in academic courses, which are tied directly into the treatment process. Social skills will be an ongoing class, which will include classes on human sexuality, child abuse, domestic violence and personal responsibilities. Life skills classes will involve youth developing independent living skills; this will also involve experiential education activities to develop team work and self development.

For more information contact Jim Sanborn or Jim McClain at (989) 344-5000.

ATSA - ASSOCIATION for the TREATMENT of SEXUAL ABUSERS is a non-profit, interdisciplinary organization. ATSA was founded to foster research, facilitate information exchange, further professional education and provide for the advancement of professional standards and practices in the field of sex offender evaluation and treatment. ATSA is an international organization focused specifically on the prevention of sexual abuse through effective management of sex offenders.

MIATSA - Michigan Association for the Treatment of Sexual Abusers is the Michigan Chapter of ATSA.

MIATSA advocates for

- The protection of communities
- The prevention of sexual assault
- The maintenance of high standards of professionalism
- The promotion and support of empirical, scientific research
- The promotion of educational activities to advance knowledge in the field of sexual abuser treatment

Members of MIATSA that are working with adolescent sexual perpetrators include the following professionals:

Gerald Chambers, MSW
W.J. Maxey Boys Training School
(734) 449-3311
(affiliate member)

Ellen Drowns, MSW, ACSW
St. Clair County CMH
(810) 987-9700
(full member)

Carl Hagstrom, MSW
STAY, PLLC
(734) 222-5040
(full member)

Dick Happel, Ed. D
Integrated Mang. & Treatment Services
(616) 365-3102
(full member)

Jane Helmstead
Private Practice Clinician
(616) 949-3335
(full member)

Mary Hedgepeth, MSW
Bureau of Juvenile Justice (FIA)
(517) 241-0348
(affiliate member)

Susan Honeck, ACSW
Private Practice Clinician
(517) 581-6826
(full member)

Allen Hoogewind, M. Div.
Dayspring Counseling Association
(616) 454-8373
(full member)

Barbara Jones Smith, Ph.D.
Private Practice Psychologist
(231) 947-1444
(full member)

Patrick McFarlane MSW, MA
Interim Associates Counseling
(231) 843-8222
(full member)

Pamela Pellerito, MA
Private Practice Clinician
(269) 553-8117
(full member)

Patrick Pond, BA
Pond Counseling Services/Polygraph Examiner
(269) 329-2028
(full member)

John Raczkowski, MSW
Thresholds, Inc.
(616) 455-0960
(full member)

Gayle Ring-Andrus
Private Practice Clinician
(616) 774-0633
(affiliate member)

Steven Spencer, Ed.S
Center for the Family
(231) 348-1000
(full member)

Mark Vriesman
Catholic Social Services
(231) 726-4735
(affiliate member)

John Wakeen, MA, LLP, CSW
W J Maxey Boys Training School
(734) 449-3150
(full member)

Ineke Way, Ph.D.
WMU School of Social Work
(269) 387-3195
(full member)

Sheryl Whaley, MA
Holy Cross Children Services
(989) 781-0490 ext. 2315
(full member)

There are additional ATSA members residing in Michigan, who are not members of MIATSA, who are also working with adolescent sexual perpetrators. For these names please contact the ATSA office at (503) 643-1023 or at the website www.ATSA.com

Other resources sites that may be useful include:

- CSOM - www.csom.org
- STOP IT NOW – www.stopinnow.com
- SAFER SOCIETY – www.safersociety.org
- NAPN – www.kemp.org/napn

MIATSA BOARD

Barbara Jones Smith, Ph.D - President
Dick Happel, Ed.D – Treasurer
Ineke Way, Ph.D – Secretary
Patrick McFarlane, MSW, MA – Newsletter Editor
Ellen Drowns, MSW
Patrick Pond, BA

Juvenile Justice Assignment Unit

The Juvenile Justice Assignment Unit (JJAU) is within the Bureau of Juvenile Justice (BJJ) and located in the BJJ Training Center in Whitmore Lake, MI. When Juvenile Justice Specialists (JJSs) in the county offices have delinquent youth, whether an Act 150, a temporary court ward or a dual word, requiring residential placement for treatment, they compile the necessary information and send it to the JJAU. That information is reviewed by a JJAU analyst and entered into the JJ Information System (JJIS). Through a process of matching the age, gender, security level and treatment needs with the information provided by the treatment providers, the programs that are best suited to address the youth's treatment needs which have a current vacancy are identified. The JJAU analyst also considers other factors not involved in the calculation in selecting which placement to send the request.

The selected program is notified of the placement request through the JJIS and has 5 days to respond. Program representatives are encouraged to contact the JJAU analyst and/or the JJS for additional information if needed to make the decision. They are able to notify JJAU electronically regarding their decision. If accepted, the rest of the information that JJAU has about the youth is mailed to the program while they arrange for intake with the JJS. If the placement is refused, the process is repeated until a program is identified.

Private contracted Juvenile Justice (JJ) programs are reviewed first, followed by public JJ programs. Then non-contracted JJ and abuse/neglect (not rated for security level) programs are considered. If there is no program available in the state, or if geographic conditions dictate, out of state programs may be considered. Only programs approved by the Office of Children and Adult Licensing may be used by JJAU.

All placements are facilitated by JJAU. If a youth requires replacement, either a transfer, escalation or de-escalation, it is processed through JJAU. Even if the court orders a specific placement, JJAU is the mechanism for collecting the intake information and transferring it to the program prior to actual placement.

There are four private programs that have specialized contracts with DHS for the provision of specialized sexual offender treatment:

- Bethany has a low secure program (program statement included) in Grand Rapids
- Lutheran Child and Family Services has a low secure program in Saginaw
- Holy Cross (Boysville) has open medium programs in Clinton and in Saginaw
- Starr Commonwealth has a program in Albion.

Specialized sexual offender treatment is also offered at Woodland Center in Whitmore Lake in both closed medium and high secure programs, and at Shawono Center in Grayling in a closed medium secure setting. There are staffs that have been trained in sexual offender treatment who work with females with sexual offenses at Adrian Training School also.

For more information about the JJAU placement process please contact:

Carol Slotke, Manager JJAU
BJJ Training Center
8701 E. M-36, Whitmore Lake, MI 48189
734 449-5045; SlotkeC@michigan.gov

Sexually Reactive Youth (SRY) Residential Program

- **General Philosophy:** *Strength-based, Positive Peer Culture*
- **Campus based; on ground school**
- **Open-medium security:** *Staff supervision 24 hours, 7 days a week. Doors are not locked on egress*
- **Population:** *Males, age's 12-17 years, adjudicated delinquent; and / or history of sexually reactive behaviors with court designated placement.*
- **Group:** *12-13 youth per group; placement in a group determined by age, maturity, committing offense, and established treatment needs*

PSYCHO-EDUCATIONAL TREATMENT MODEL:

- **Group Meetings:** *Daily, Monday through Friday, with the Senior Clinician*
- **Co-Therapy:** *Twice weekly sexual offender specific therapy with Senior Clinician & Relapse Prevention Specialist*
- **Life Space Crisis Intervention:** *Staff trained in verbal crisis intervention, skill development.*
- **Therapeutic Crisis Intervention:** *Staff trained in verbal, and physical crisis intervention.*
- **Education:** *Year round school; Teachers, reading specialist, social worker, school psychologist, resource consultants, and educational director employed by Calhoun Intermediate School District*
- **Physical Education and Recreation:** *Structured PE classes, special campus activities, and on-grounds Adventure Education provided.*
- **Spiritual Development, Ministry of Arts, Fine Arts:** *Each student is provided the opportunity to meet spiritual needs and develop artistic ability in both on and off ground programs.*
- **Relapse Prevention Worker/ Home Visits:** *Each youth and family is assigned a Relapse Prevention Specialist (RLPS). The RLPS has the responsibility to meet with and help the family define goals and work toward the student's treatment completion. The RLPS will work with the Treatment Team, Family, and Referring worker to develop a RELAPSE PREVENTION PLAN, including post-placement living, services, and structure. Visits are coordinated with and approved by the referring agency worker. Families are welcome in our on-grounds Family Center, and provided assistance for travel.*
- **Service Learning Restorative Activities:** *B.A.R.J. activities are structured, planned for each peer group.*
- **Psychiatric Services:** *On an as needed basis, youth will be referred for Starr's counseling psychiatric services.*
- **Medical and Dental Services:** *Medical needs are met by a full-time registered nurse. Students are seen by appointment by a licensed physician. Licensed dentists and hygienists in the local community meet dental needs through appointments (and emergency care).*
- **Dietary / Food Services:** *Menus, including meals and snacks, are developed by a registered dietician. Students assist staff in the preparation of meals in the cottage.*
- **Life Skills:** *Formal and informal education and training in the development of life skills for each student. All students are assisted in preparing a resume, job interviewing skills, cooking, basic finance, personal hygiene, and etiquette.*
- **Substance Abuse Education.**
- **Aftercare Planning and Follow-up:** *A written reintegration plan is developed for each student. Students, their family, staff, and the referring worker develop the re-integration plan. Aftercare is provided for up to one year post-placement.*